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ABSTRACT

Project IDEA (Innovation Dissemination for the Education of Adults), a 2-year experimental program in the utilization of innovation, was designed to demonstrate the feasibility of a comprehensive strategy for disseminating and facilitating the utilization of selected program innovations in adult education. Implementation of this strategy involved two interrelated activities--an interregional demonstration and the establishment of a national dissemination network. Five intervention strategies (which are described separately in this report) were used in conducting the demonstration activities in the States of New York and New Jersey (Region II) and Kansas, Iowa, Missouri, and Nebraska (Region VII). Those activities involved the selection of Program Innovation Centers (PIC's) and other dissemination methods for identifying improved program practices and products produced locally and for providing intensive technical assistance to interested programs in adapting and using practices and products. The project's second set of activities, involving the national dissemination network, identified, reviewed, and disseminated improved practices, products, and systems and was responsible for three publications: "IDEA Review," a quarterly inventory of innovation; "IDEA Bulletins," brief brochure descriptions of selected and recommended innovations; and "IDEA Report," a prototype of a more detailed analysis of a particular innovation or a replication manual. This report of project efforts includes a discussion of eight conclusions/findings (presented as "lessons learned") relating to the dissemination of practices and products for improved adult education programs, and recommendations for a national clearinghouse on adult education and for the role of State departments of education in dissemination activities. The appendixes provide examples of the project's three network publications. (SH)

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INNOVATION DISSEMINATION FOR THE EDUCATION OF ADULTS (IDEA)

Lessons from a Demonstration Project
9/1/73 - 9/1/75

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IDEA Review

An Experimental Program in the Utilization of Innovation was funded by the U.S. Office of Education over the two year period 9/73-9/75 to demonstrate the feasibility of a comprehensive strategy for disseminating and facilitating the utilization of selected program innovations. To implement this strategy the Center undertook two interrelated sets of activities, an inter-regional demonstration and the establishment of a national dissemination network.

THE DEMONSTRATION

The original plan for the project was to demonstrate a pilot project of multi-regional scope which, if proven effective, might be expanded for adaptation in each HEW region in which the adult basic education program was being implemented under the Adult Education Act. Toward the end of our initial 18 month grant period, the Act was amended by Congress to distribute federally administered discretionary funds, used for demonstration and training projects, to the states. This unanticipated change placed the initiative and principal responsibility for innovation dissemination and utilization with the states. A network of regional institution of the sort to be demonstrated by our project became much less likely under conditions of state budgetary processes and orientation. Consequently, much of the demonstration work undertaken regionally had to be adapted to statewide operational realities.

This change in focus seriously vitiated the replicatability of the project as organized. Several of the lessons learned should

nevertheless have substantial relevance for state programs. U.S.O.E. is planning to sponsor a national clearinghouse for adult education which should represent a valuable resource for dissemination. The experience of the project in establishing and operating a national dissemination network should be easily transferable to the new clearinghouse.

Project IDEA (Innovation Dissemination for the Education of Adults) involved a demonstration project in Region II (New York, New Jersey - we did not include Puerto Rico, and the Virgin Islands) and Region VII (Kansas, Iowa, Missouri, and Nebraska.)

The original plan was to establish four selected Program Innovation Centers (PICs) or two types, those Title III programs in which a promising innovation had been already adopted or locally developed and demonstrated, and those Title III programs in which a specific innovation would be adapted and utilized. The idea was to identify improved program practices and products produced locally and provide intensive technical assistance to interested programs to adapt and use them. Technical assistance was to be provided by an innovation field agent with Project IDEA covering such costs as those involved in staff training, use of consultants, purchase of materials, visitations by other educators from within the region, preparation of audio-visual presentations and publications, participation of Program Innovation Center staff in conferences and meetings, newsletters, and interregional travel between PICs.

The Center for Adult Education was to evaluate the effectiveness of the demonstration PICs in fostering the adoption and utilization of selected innovations within each region, analyze factors which facilitate

and impede PIC development, including the role of the field agent and the Center itself, and evaluate selected innovations adopted and/or disseminated by the PICs.

A major characteristic of the IDEA plan was that it was designed to adapt to local circumstance, an inductively developed model for regional dissemination and utilization,geared to the realities encountered in the field.

Project IDEA's efforts proceeded accordingly to a three phased plan which might best be described as a community development approach to dissemination and utilization. During phase one, the innovation agent was to orient himself to the programs and with relationships within the region. Field study was systematically conducted for the purpose of identifying opinion leaders, communication networks, program needs, local innovations worthy of dissemination, and program receptivity to innovation. In addition, a network of personal relationships were to be fostered between project IDEA staff, state level staff, and local program staff. The idea was that a dissemination effort could not be either planned and or successful unless the disseminators fully understood the user system with which they are dealing.

The process began at the state level. State directors and their staffs were interviewed to determine the nature of the inter-program communication system and which local programs and professionals were opinion leaders. In addition, information regarding state ABE needs, and state involvement in innovation support and dissemination was solicited. The establishment of cooperative working relationships

with state officers proved an indispensible condition of proceeding with the work.

The next step was to visit a cross section of local programs and related ABE agencies for the same reasons that State personnel was contacted. By the end of the second step, a majority of those programs and individuals suggested by the states as "opinion leaders" has been visited. The Regional Staff Development Project was studied and co-operation of its staff elicited. In New Jersey the first college based ABE resource centers were visited and their directors interviewed.

Implicit in the whole process was the formation of positive field relationships, an intermediate goal which was well achieved.

During the second phase, program innovation centers were to have been selected and innovations were to have been installed; dissemination was to occur in phase three from the PIC centers to other local programs. Based on our initial findings, however, these plans were modified. The reasons were many. In New York state, for example, we found the user system bifurcated. On one hand there were eleven well developed urban ABE programs which received 80% of state funds. These programs were sophisticated and concentrated on the learning center approach to ABE delivery. Communication among these programs was excellent. In short, any effort to establish a PIC to serve these eleven programs would have been redundant.

On the other hand, we found that the remaining N.Y. programs, largely small part-time operations, could not afford the learning center concept. Moreover, the communication system between the small programs was as yet undeveloped, and there was little interaction

between the eleven urban programs and the remaining surburban-rural programs. Hence, to establish a PIC as originally conceived among the eleven urban programs would have had marginal benefit to that well supported system, while the spill over to smaller programs would have been of questionable value due to the fact that their delivery systems were so different from the urban eleven. To establish a PIC among the smaller programs would have been problematical, since no true opinion lender was identified in that subsystem, and since geographical dispersion restricted inter-program communication.

These field realities and the inputs of a wide variety of those professionals most directly concerned in Title III activities in the two regions, dictated a modification of the original PIC concept.

One assumption made was proven particularly fallacious. This was our original intent to concentrate Project IDEA resources on a few selected PIC programs to enhance their capability to serve as demonstration centers. It soon became apparent that this would have created an objectionably artificial situation which would prove counterproductive. The very fact that a PIC would become recipient of concentrated resources from the project would result in others viewing it a privileged and atypical - and sufficiently different to generate reservations about the replicability of a successful innovation in a less favored program.

The original idea of a PIC was consequently modified. Our first phase field study provided insight into the local realities of innovation dissemination and utilization which substantially impacted upon the evolving project concept.

Intervention Strategy I

We found for example, that many local ABE programs are actively engaged in developing innovations for use in their own programs. Though the basic concept and design of these innovations were often quite good, local resources did not permit the kind of "adaptive development" necessary for wide-spread dissemination. Likewise, local projects did not have the resources to disseminate their innovations beyond a limited area. It seemed logical therefore, to select at least one locally developed innovation, to support the adaptive development of that innovation with project IDEA resources, and to cooperate with the local program in dissemination. The local program would be committed to the dissemination effort since it had a stake in developing the innovation and since it was already using it. Project IDEA did not have to assist in implementation. Moreover, since a local program had developed the innovation, the likelihood was high that it would be relevant to similar neighboring programs. Since project IDEA could have input into the final stages of development, the project could influence development and repackaging in ways conducive to widespread utilization.

On the basis of these considerations, the Albany Adult Learning Center was selected as a PIC. This innovation was a series of video taped lessons on how to establish and conduct an adult learning center. Originally the lessons were developed for very limited use in-house and within N.Y. State. With project IDEA support, however, the technical quality of the series was improved and it was made available on different sizes of videotape. The series was nationally disseminated,

and the field of adult education as a whole benefited.

This leads to another point. The market was thin for some innovations discovered by project IDEA. That is to say, potential users were geographically dispersed rather than concentrated in one area. When a market is thin, a national dissemination effort is warranted rather than an intensive local diffusion effort. The Albany learning laboratory training package is a case in point. This innovation would only be useful to a program which had, or was contemplating a learning laboratory, perhaps an average of a dozen programs per state.

However, benefit to any program able to use the series was high. Obviously, any dissemination effort should be geared to those capable of using the innovation, and, in this use, the relatively limited number of local potential user programs warranted a broadly based, nationally oriented, dissemination effort. The need for such a widespread dissemination effort was not evisioned in the original PIC concept.

Intervention Strategy II

Our initial exploratory field study indicated that the Region II ABE system was divided into two kinds of programs -- the well supported, sophisticated ABE programs characterized by full-time directors and teachers, and the smaller, more marginal, part-time programs, which were struggling for existence. Thus a crucial need was identified: a tool for fostering the part-time programs to become more stable operations. We found that though no one had the answer to program development, several well developed programs had part of the answer.

This gave rise to the concept of the joint PIC, a cooperative effort by Project IDEA and local programs to assist other programs in need.

A team from Project IDEA studied three well developed local programs in an effort to identify the main ingredients of their success in program development: the Albany Adult Learning Center, the Adult Learning Center of Bergen Community College, and the White Plains Adult Learning Center. All had begun as part-time operations but developed into large, full-time operations. The IDEA staff determined that interorganizational linkages were one key to success in all three cases and drawing upon the experience in these three programs, cooperatively designed a manual for program development through community linkages. These manuals, soon to be published by The Adult Education Association of the U.S.A., were disseminated to all adult education directors in N.Y. State, and a series of statewide workshops were conducted with the manual as their basis. In addition, Project IDEA technical assistance was offered to any director wishing to follow the suggestions of the manual. The dissemination-utilization principle which the linkage project demonstrates is that successful common practices of several ABE programs can be identified, synthesized, and packaged for general use. This approach might be applied to other needs areas such as curriculum or recruitment.

Intervention Strategy III

A regional "hot line" for ABE teachers was an innovation generated to meet a common need identified by those having the need through the agency of Project IDEA in another form of intervention. A regional needs assessment workshop was held by Project IDEA at Arden House, in

Harrison, New York, which brought together over 80 ABE opinion leaders with 309 project directors and Right to Read leaders from both New York and New Jersey. Innovations were described, common problem priorities established, and task forces organized to plan ways of meeting program needs. The Arden House Conference was highly successful; a follow-up conference was held subsequently by staff development personnel from Region II.

Still another form of intervention is illustrated by Project IDEA's involvement with 309 demonstration project. The N.Y. State Education Department was sponsor for a project directed by Robert Poczik which was nearing completion. This involved the development of self-instructional training units for teachers of English as a Second Language. Project IDEA arranged for a panel of ESL specialists to evaluate these materials and found them highly promising. The project grant did not provide funds for widespread dissemination nor did the Education Department have a plan for dissemination beyond state boundaries. The completion of the project had been stalled by bureaucratic priorities elsewhere. Project IDEA served as catalyst by making available limited funds for final typing and needed staff work resulting in the production of more materials for dissemination. In addition, Project IDEA designed a national dissemination campaign and implemented it through its national dissemination network. Consequently, a little flexibility in making modest resources available when needed together with specialized experience in dissemination and the ready availability of an effective dissemination system made a worthy innovation available nationally which would otherwide have limited statewide use. The

other factors essential were the person-to-person involvement of the field agent who identified the need for a product, found a promising development in need of adaptive development for wider use, the use of an evaluation panel, a small amount of funds which could be used flexibly to hire typists and others by the hour to complete a stalled effort, a dissemination strategy complete with funds for a brochure and newsletter mailings, and an abetment of diffusion efforts by making it possible for the director of the project to attend conferences and provide consultant help to new adopters.

Intervention Strategy IV

The other side of the coin of innovation generation, development, and diffusion (this term is used here as distinct from dissemination to denote the regional influence of an innovator among peers who are acquainted with what he is doing) begins with the potential adopter. The field agent's clientele are local program people who have problems and needs for which there are improved program practices or products which may help solve the problems or meet the needs. Thus continuous field contact is essential and personal relationships all important and assiduously fostered by the agent. Often local directors and their staffs are in agreement about a need, and the innovation agent will know of an innovation which bears directly upon it. Or he may not. In this latter case, the agent must be backstopped by a data retrieval service for a detailed search for information on specific innovation of special interest to his client. This essential backstopping service should include the use of existing data banks,

such as ERIC, the information center at Montclaire, New Jersey, NEXUS, and others as necessary. However, our experience suggests that too much emphasis on the importance of data processing is unwarranted. This is not an area on which funds should be spent. Staff time is the only requirement. Project IDEA itself compiled the most complete and up-to-date specialized inventory of innovations pertaining to ABE within a few months so that recourse to other data banks was seldom necessary.

In other cases, the field agent will become well enough acquainted with his clientele to identify local problems which the program director and staff have not yet fully identified for themselves and for which an improved practice or product may provide the answer.

But it is not uncommon for ABE directors and their staffs, their superior officers in the school system - often a director of adult education - and the staff of the state department of adult education to be unaware of current and potential problems in several areas of classroom and program operation. Nor may these problems be evident as such to the innovation field agent. What is required is a systematic approach to program analysis and evaluation which identified real and incipient problems requiring improved practice pertaining to policy and goal setting, organization and administration, staffing, staff development, instruction, counseling, recruiting, and community relationships.

To meet this critical need, Project IDEA, adapted earlier work of the Center for Adult Education, to demonstrate this could be done on a statewide basis in Iowa. Ken Russell, state director of adult

education, approached Project IDEA, with the possibility of undertaking a statewide evaluation of ABE, adapting the "perspectives discrepancy assessment" approach for this purpose. Mr. Russell wanted the study to provide feedback for program planning and staff development in Iowa.

Perspectives discrepancy assessment matches expectations of students, teachers, administrators, and policy makers within each of these groups and among them. It also identifies discrepancies between group expectations and current practice as reported and observed by the evaluators. Expectations are of the order of "Given the contraints of the law, budget, personnel and student characteristics in this program how should it be operating in regard to...?" Major discrepancies between expectations and current practice and between expectations of administrators, teachers, students, and others involved can signal major problems or potential problems amenable to corrective action through policy and program revision and staff development efforts.

Project IDEA staff worked with an evaluation committee in Iowa to adapt the Center's earlier work on local program evaluation to study the 400 teacher program in that state, focusing upon recruitment, staffing, instruction, staff development, collaboration, and goal setting. Our regional innovation field agent visited each of the 15 headquarters offices of ABE coordinators. The result was considered a success by both Center personnel and those in Iowa involved. A follow-up workshop presented findings contained in the two volume report produced by the Project. Startling findings included a remarkable lack of consensus among key administrators about the allocation

of responsibility for decision making and evaluation, and among teachers and directors regarding content emphasis; a wide divergence in practice of staff development; and significant differences among programs in terms of retention, outreach effort, co-sponsorship, and cost; and highly significant relationships among choice of instructional method and retention. The follow-up workshop initiated a continuing process of self analysis and provided highly significant guidelines for future program improvement. Ken Russel distributed copies of the final report to all state directors.

Project IDEA subsequently produced a manual: Evaluating Statewide Programs of Adult Basic Education: A Design with Instrumentation which USOE assumed responsibility for distributing. This new strategy of intervention, assisting a state or local program to undertake systematic self study of the need for improved practices and products, has been demonstrated to be of great value; the methodology of perspective discrepancy assessment and the manual represents a metastrategy for needs assessment to plan program development and staff training.

Intervention Strategy V

A more conventional style of intervention characterized the work of the Center's field agent in relation to the family learning center project operated jointly by the Des Moines Iowa Public School District's Department of Community and Adult Education and the local community college. The development of reading skills was used as a vehicle for improving family relationships, interpersonal coping skills, and parent-school involvement. Parents prepared a lesson to teach their

children, worked with the child daily at home and brought the child into the center each week for progress assessment by staff.

The agent discovered this unique program which evolved out of a workshop initially concerned with family relations and saw its potentialities for adaptation to ABE programs. His task became one of fosterirg diffusion by bringing ABE directors to study the program, facilitating the participation of the staff of the project in meetings of ABE professionals, and to serve as technical consultants to adopters and to himself spreading the word about the innovation. The progr[illegible] became a PIC in the sense of becoming a diffusion center for an idea not previously related to ABE operations in the region or elsewhere.

THE NATIONAL DISSEMINATION NETWORK

Project IDEA established a communications network of national scope through which improved practices, products, and systems pertaining to the education of adults can be identified, reviewed, and disseminated. Publications included a quarterly inventory of innovation, IDEA Review; fine brief brochure descriptions of selected and recommended innovations, IDEA Bulletins; and a prototype of a more detailed analysis of a particular innovation or a replication manual, IDEA Report. Sample of the Review and Bulletins are appended. Project IDEA established the most comprehensive specialized mailing list of ABE practitioners and others interested in this field available in the United States, over 8,000 names. Inquiries addressed to the Project pertaining to innovations were individually answered by telephone or letter.

We found a neglected and potentially potent force for dissemination in the network of scores of local, state, and regional newsletters dealing with adult education; they are often read before national publications and have the advantage of being able to deal with events and personalities of local interest. Any future effort to develop a dissemination program should attempt to forge a communications network among these publications.

Project IDEA staff collaborated with USOE's Division of Adult Education to plan a national innovations workshop, Discovery - 74, conducted for state ABE directors and leaders in Washington, D.C., May 15-18. Sixteen especially promising innovations were described or demonstrated. A Innovations Inventory in Adult Education, describing 60 innovations was compiled by Project IDEA dealing with delivery systems, instruction, English as a Second Language, staff development, and other innovations.

Another project of importance was the development of a film, The Sound of My Own Name, a 28 minute, 16 mm film in color, produced by Vision Associates, under the supervision and direction of a Project IDEA advisory committee. This film presents four vignettes depicting adult basic education programs involving representative students of widely varying backgrounds in different instructional settings. The film utilizes personal interviews with students and staff in programs in New York, Kentucky, Kansas, and New Jersey. It focuses upon the significance of adult education on a personal level in helping adults acquire a new sense of meaning, self concept, and direction in their lives. The film concludes: "...adult education becomes a window

opening onto new worlds of potential and possibility through which one may gain a clearer reflection of himself in the process of learning. We see them as their self-image expands... as confidence in their ability grows... and as a belief in their future becomes perhaps for the first time, an integral and essential part of their lives." The Center prepared a discussion guide to accompany the film. The film has been widely disseminated by USOE through the National Audio-visual Center and Association Sterling Films as well as through university film libraries across the country.

LESSONS LEARNED

(1) A great deal more is involved than simply communicating a "message" to potential users, or of merchandising a new practice. Improved program practices and products must be designed in response to widely felt needs, but once produced there are still critically decisive situational factors determining adoption and utilization. These include competing budgetary requirements, problem awareness, differences in local target population characteristics, prior program commitments (e.g., to instruction by learning lab), ideological orientations (behavioral objectives, 3R emphasis, emphasis on confidence building, coping, and individualized curricula, etc.), differences in leadership style, and pressures demanding the limited time of busy staff. Most ABE directors, who are often the final decision makers on the use of new practices or products, are themselves only part-time and have limited time to explore options and always feel the budget pinch. Innovations are seldom installed on their merits. It is the

characteristics of the local system, of those locally involved, and situational factors which dictate adoption and utilization.

(2) Full-time, professionally active adult educators, trained in the field, with a career commitment to adult education have been found to have the more innovative programs.

(3) Because of this there is no alternative but to have someone serve the function of the innovation field agent whose continuing involvement throughout the state or region served and his acceptability personally and professionally permit him to serve as a catalyst. We feel this role is indispensible to the qualitative improvement of ABE. His function is to help local program directors and staff identify problems through aided self-examination and to identify or generate needed improved practices or products to meet these needs and perspectives discrepancy assessment, innovation needs assessment workshops, and other informal approaches have been found useful. He can then assist local professionals to adapt innovations to local conditions either personally or by making available the innovator as a consultant for this purpose.

(4) To do his job the innovation field agent must be backstopped by a specialized and current data bank of innovative practices and products in development and already available. He needs resources to arrange evaluation panels of experts to assess the value and limitations of selected innovations and to review field experience where they have been used. He needs a modest but highly flexible budget to selectively foster adaptive development - to prepare promising innovations for widespread use through repackaging or revision. He needs a backstopping

network for dissemination and the skills and resources to map out a targeted and selective dissemination strategy designed to fit the distinctive characteristics of the innovation and the potential user population.

(5) The field agent also has a collateral function of generating new development of innovations. We have illustrated above several ways this may be done. One other is to undertake on a regular basis, or have undertaken for him, a comprehensive priority inventory, the strategy of using a comprehensive questionnaire survey demonstrated by the Center and reported in Priorities for Experimentation and Development in Adult Basic Education by Jack Mezirow and Gladys Irish (1974). The expressed needs and preferences of teachers, local program directors, state directors, regional officers, 309 project directors and others were established for target groups, selected practices, program management, recruitment, in-service education, instruction, and instructional materials. Respondents were asked to identify priorities they would assign experimental projects to demonstrate the effectiveness of selected practices. For an agent working for a single state, the priority inventory should involve local professionals and state department personnel as well as others involved in demonstration or staff development projects.

(6) The idea of identifying local programs in which innovations have been developed and using them to provide staff consultant help to others interested in using the innovation and of providing the means by which the staff of the innovating project can explain or demonstrate the use of its innovation has proven sound. Also the

use of travel funds to permit key staff of other programs to visit the site of the innovating program can prove a profitable investment. This is what we have come to call the process of diffusion (as distinct from dissemination, diffusion refers to the regional influence of the innovator and his or her staff who acquaint peers with their innovation through personal contact). Diffusion is generally much more effective than dissemination, when the latter is conceived as being primarily a process of communication and merchandising. However, just as we found with the Albany video tapes on learning laboratories, certain highly valuable innovations may have a thin potential market and for them a national dissemination effort is essential.

(7) There is a more appropriate dissemination/diffusion stragegy for each type of innovative practice or product and for the target group. Tactics include publications, conferences or workshops with or without follow-up, visitation to demonstration sites, short term consultation, commercial marketing, recommendations through program evaluation, innovation agents covering a geographical area with a diversified bag of program ideas, organizational intervention with a change-agent serving as an adjunct staff member to facilitate the use of a specific innovation, an institutional partners arrangement, and public relations or publicity using the mass media.

In addition, the disseminator must know which of the many networks of influence an innovation would be interpreted, to whom, and how? In one case associations of local ABE directors may be best, in another, the staff of the state director, an urban association or annual meeting of adult teachers, meetings of state directors, regional or national

professional associations, a group of opinion leaders among directors with similar programs, direct contact with learning lab coordinators or guidance counselors, regional staff development trainers, community college ABE directors, university professors of adult education, regional and national officials of USOE and others, often in combination.

(8) Adoption at the local level may be contingent upon a revision of reporting systems at the state level, on state education department priorities, on the availability of outside technical assistance. Sophisticated insight into the processes of interaction within and between systems of influence is often needed. These perspectives and level of sophistication make a field agent specialist indispensible for effective innovation development and dissemination.

RECOMMENDATIONS: NATIONAL CLEARINGHOUSE

The experience of Project IDEA provided the basis for a position paper prepared by the National Advisory Council on Adult Education (National Clearinghouse on Adult Education: A Position Paper for the U.S. Commissioner of Education, December, 1975). USOE has since awarded a grant to bring into being a national clearinghouse on adult education. In addition to proposing operational objectives which included public information; collecting and disseminating information on needs and trends; coordination, planning and information sharing; and working with existing information systems; the position paper recommended:

> Identification, evaluation, development or repackaging, dissemination, and fostering the utilization of improved program practices and products

The national clearinghouse should maintain a current inventory

of the resources and information systems among adult education agencies and organizations, supplement and strengthen this network, and encourage state directors to establish adult education clearinghouses for innovation development and dissemination at regional and state levels. The national clearinghouse would serve as the hub of a system of counterparts, each serving its constituent adult education organizations and agencies.

The national clearinghouse should work through its network to identify promising innovations, have them evaluated for national potential by a panel of experts or contract for field tests, and disseminate them through its publications, workshop programs and consultation. In so broad and fast moving a field as adult education, the question of selectivity becomes important. Here the needs assessment function - modeled after the Mezirow-Irish study can on a regularly recurring basis establish priority concerns for improved program practice among various groups of practitioners on national, regional and state levels. The Center has also provided a prototype of the kinds of analytical studies which should be commissioned by a national clearinghouse in G. Darkenwald, et. al, Problems of Dissemination and Use of Innovations in Adult Basic Education (1974) and in H. Beder and G. Darkenwald Development, Demonstration and Dissemination: Case Studies of Selected Special Projects in Adult Basic Education (1974).

As important innovations are most often produced locally but seldom are developed in a form conductive for national distribution, the Clearinghouse can foster such developmental effort - adaptive development - through a system of small grants or contracts designed

for this purpose, perhaps with state matching funds. Through its network representatives in the state clearinghouses or in the adult education agencies and organizations served, dissemination strategies may be tailored to fit each innovation and its potential target group, and provision made for personal contact and follow-up technical assistance. The national clearinghouse could contract with consultants to provide this service in different parts of the country.

Program innovation workshops, patterned after Discovery '74 and the Arden House conference, should be conducted nationally on a regular schedule and encouraged at other levels by planning these as integral parts of the major meetings of professional associations and other meetings involving key influence groups of practitioners. The scores of specialized newsletters in adult education represent a relatively untapped communications network which can be incorporated into a coordinated system of dissemination. Project IDEA's extensive mailing list has already been made available to the national clearinghouse through USOE, its publications formats have been developed and tested and may be easily incorporated into the program of the clearinghouse.

An organized system of extending recognition to organizations and individuals who contribute significantly to the development of improved program practices or products can further encourage innovation development. Project IDEA maintained a policy of dealing only with innovations other than those produced or sold by commercial firms. This policy should be followed by the national clearinghouse.

RECOMMENDATIONS: STATE DEPARTMENTS OF EDUCATION

(1) The model which our experience strongly suggests involves a network of state or regional clearinghouses, or offices for resource development linked to the national clearinghouse for adult education. Many of the functions delineated in the section above pertaining to the national clearinghouse should be undertaken at the state level as well as in a coordinated effort. The field contacts and the diffusion programs must be undertaken from the state or regional headquarters; the remaining functions indicated as needed for innovation development, dissemination, and fostering utilization can be logically shared in a coordinated division of labor, the specific nature of which will be a function of the resources available to the national clearinghouse and its state counterparts. States should utilize the federal funds allocated under the Adult Education Act earmarked for special projects. These resources may be suplemented with the Special Purpose Award and Capacity Building Award grants available through NIE to strengthen state departments' capabilities in dissemination.

(2) Our past research and experience with Project IDEA has demonstrated clearly that the dissemination and adoption of improved program practices can only be accomplished through a systematic, sustained, and coordinated state-wide program. Our experience has shown, too, that multi-state or regional dissemination systems offer many advantages over single-state systems in that a pooling of resources can result in greater system capabilities and improved cost effectiveness. However, since not all states are able or willing to enter consortium arrangements, the recommendations which follow are aimed at the

individual state agency. Nonetheless, virtually every aspect of the model recommended here can be adapted to multi-state or regional systems.

(3) The state model should have the following features or components: (a) Formal linkage with the national clearinghouse on adult education; (b) A headquarters unit or state clearinghouse, to collect, store, and retrieve information on innovations and local programs and to evaluate, adapt and "package" innovations for dissemination and use; (c) A field unit consisting of one or more innovation agents who will work closely with local programs in assessing needs, identifying locally developed innovative practices, and promoting the diffusion, dissemination, and use of innovative practices. Recommendations regarding each component follow.

The proposed national clearinghouse on adult education should be seen as a resource system for the state dissemination program. While in some degree each state system will inevitably replicate certain of its functions (e.g., identification of innovations, evaluation, adaptive development), the clearinghouse should provide states access to considerable resources of information and expertise which they can utilize and adapt to meet their particular needs. In turn, each state will feed back information to the national clearinghouse to provide the basis for an interactive communications network of increasing scope and sophistication to service the entire nation.

(4) The main function of the headquarters unit or state clearinghouse is to backstop the efforts of the field agent in identifying, evaluating, and "packaging" innovations for state-wide dissemination.

The headquarters unit should store in retrievable form information not only on innovations but on the needs and characteristics of local programs to aid in matching innovations with program needs. Further, we have found that there is a need for systematic evaluation of innovations in order to protect the "consumer" program from being victimized by poorly developed or ineffective new products and program practices. The state agency must take responsibility for this evaluative function through panels of evaluations or field tests. Another need that we have discovered is for the adaptive development of promising innovations that need further refinement, testing or packaging before they are ready for adoption or replication by local programs. Finally, the headquarters unit should provide a variety of services to assist the field agent in his work, such as arranging for conferences and workshops and preparing various kinds of published materials such as "replication manuals" that provide how-to-do-it instructions to aid local program in replicating certain types of more complex innovative practices. The field agent would work very closely with the headquarters unit in all the preceding functions, but there would nonetheless be a need for resources to backstop his efforts.

(5) Our research has convinced us that the only way to ensure that dissemination will result in actual adoption of innovations is to employ face-to-face diffusion-dissemination techniques. Consequently, the state agency should employ at least one full-time dissemination officer (perhaps with a title such as "resource development specialist") who would function in some respects like a Cooperative Extension agent. Essentially, his job would be to identify local needs as well as locally produced innovations, to interpret innovative ideas and practices, to

provide technical assistance to adopters, and to serve as a general resource and communications channel both for local programs and for the state agency. He would be the link-pin between the state agency and the National Clearinghouse on Adult Education. From our experience with Project IDEA, we would make the following observations and recommendations:

(a) The personal characteristics of the agent are of utmost importance. He/she should be someone with training and experience in adult education (to establish credibility as much as to ensure competence) and someone with good interpersonal skills and with a high tolerance for ambiguity. Perhaps most important, the agent must be a "self-starter" who is able to take responsibility and follow-through without supervision.

(b) It is probably an advantage for the agent to be based at a university through a contract arrangement. The reasons for this are that (a) local personnel may feel some threat from an employee of the state agency; (b) the agent may have more flexibility if he can operate outside the restrictions and red tape that can hamper state agency employees; (c) the agent can draw on university resources, such as evaluation expertise.

(c) It is essential that the agent spend the first few months of his assignment getting to know the lay of the land. This means several things. First, the agent will have to meet personally with most or all of the local program directors in the state to interpret his role and establish trust and credibility. This step cannot be omitted. Second, and concurrently, the agent will have to identify existing channels of communication and influence that he can later employ in his dissemination efforts. Third, it is vital at this stage for the agent to obtain information on the characteristics and needs of local programs -- program needs assessment is a prerequisite to meaningful planned change. Finally, this period of assessing the situation will result in the agent identifying locally developed innovations with potential for adoption in other programs.

(d) If existing formal or informal communications channels are inadequate for dissemination purposes, one of the first jobs of the agent will be to establish an effective network for communication among programs. In our

experience, the larger and more established programs tend to form an effective communications system for themselves while small, marginal programs are often totally isolated. Since the nature and needs of marginal programs tend to be distinctive, the agent may have to create a new communications network to facilitate dissemination.

(e) The agent should seek out opinion-leader programs to use as Program Innovation Centers (PICs). The idea of the PIC is analagous to the demonstration farm in agricultural extension. The agent looks for a program that has developed a promising innovation or that is willing to demonstrate a particular innovation and uses that program as a demonstration site for dissemination purposes. Funds must be earmarked for permitting the key staff of a PIC to provide consultative resource to other interested programs and to permit local directors to visit PIC sites to see an innovation in use. Contrary to our original expectation with Project IDEA, we found that we could not rely solely or even mainly on PICs to enhance innovation adoption in the trial states. Nonetheless, as one technique among many, the PIC concept has merit.

(f) Project IDEA field agents spent much of their effort in two vitally important activities which should be given priority by the state agency. The first activity involves what we call "adaptive development." This means working with a local program that has developed a promising innovation to help get the innovation "in shape" for dissemination to other programs. Adaptive development may involve providing some financial assistance in order to refine, modify, evaluate or "package" the innovation. The second activity consists of developing replication manuals which describe in simple, step-by-step language what needs to be done by a potential user in order to replicate an innovation. Manuals of this kind are particularly helpful for process as opposed to hard product innovations.

(g) The field agent must realize that communication is only the first step in securing the adoption of an innovation. In practice, we have found that adoption and use is usually dependent on the agent being willing and able to provide needed technical assistance to local programs. This can mean simply a phone call or spending many days on site helping a local program cope with unanticipated difficulties.

(h) The involvement of potential users in all phases of the field agent's work is essential to the success of the dissemination program. More involvement by local programs in identifying, evaluating, developing, demonstrating, and disseminating leads to more awareness, more commitment, more sophistication, and more actual use of improved program practices in adult education.

(6) The federal experience with the 309(b) program makes it clear that vague goals such as "promoting effective programs" provide little guidance for planning and administrative action. When resources are in short supply, it makes sense to concentrate on one or two attainable goals for maximum impact as well as manageability. There are several possible alternative or complementary goals for a state program. One goal might be to improve the effectiveness of local programs through research and development grants to universities. Another goal might be to improve the effectiveness of local programs by providing direct support of local demonstration or pilot projects. Still another goal might be to strengthen the state agency's staff development capabilities through provision of funds for R&D experimentation projects directly related to staff development problems and priorities. The point is that no state can do all of these things well. A clear state policy concerning the program's goals needs to be formulated.

(7) The widest possible consultation with potential users of innovations or improved program practices is necessary to provide a sound basis for planning, to legitimize the program, and to secure commitment from those who will be involved and/or affected. The lack of input from the field was a major problem during the first years of the federal 309(b) program. Insufficient consultation had several adverse affects. One problem was lack of awareness of many

of the high priority needs of local practitioners. Another problem was resentment, especially among state officials, at being ignored and a resultant lack of commitment to the program. The states can avoid repeating these difficulties if they make provision for systematic assessment of the needs of the field and for the involvement of local practitioners in decision making about goals and operational priorities.

(8) A major reason for the lack of widespread dissemination and use of 309(b) outcomes was that many 309(b) grants were made for pilot projects which were never intended to develop or disseminate innovative practices and products. Pilot projects are designed to build new capabilities into existing educational systems (e.g., a learning lab) through a process of experimentation and development. Thus a pilot project grant provides seed money to try out something new in a local program with the expectation that the pilot activity, if successful, will be incorporated into and supported by the sponsoring system. R&D projects, on the other hand, are aimed at developing, packaging and disseminating innovations for use by local programs. Demonstration projects are a "try-out" of some new practice, product or system with the implication that outcomes will be replicated elsewhere if the project is successful. A problem with projects of this type is that it is not always clear for whom (what potential users) the demonstration is being conducted. If direct assistance for the purpose of strengthening <u>individual</u> local programs is the main goal of the state's resource development program, then pilot projects grants are appropriate. If development and dissemination of new practices

and products for wider use in local programs is important, then R&D type projects are needed. Demonstration projects are particularly appropriate for assessing major changes involving, for example, complex instructional or delivery systems which have potential for replication. A state should differentiate between pilot and demonstration grants, allocate funds as needed for each, and formulate expectations pertaining to the dissemination and adoption of results in relation to the differences between them.

(9) One factor that inhibited dissemination and use of 309(b) outcomes was that many of these outcomes were too complex, too specialized to be used by, or replicated in, the vast majority of local adult education programs. Our earlier research discusses at length the characteristics of innovations that make them more or less likely to be widely adopted. In brief, the state agency should give preference to projects that propose to develop products that are easy to communicate, inexpensive to adopt, trialable, divisible, and modifiable -- as well as truly innovative and addressed to important needs. Since local program directors report that the most significant impediment to program innovation is cost, this factor should be given special attention. States should formulate priorities for innovation development and dissemination and should make deliberate efforts to encourage one project to build upon the gains of others, a practice almost unknown in government.

(10) All resource development projects, except those of a local pilot nature, should be designed with the needs of a potential population of users in mind. Too many federal 309(b) projects had no idea

of who would or could replicate, adopt or otherwise make use of their outcomes. Project plans should, to the extent feasible, make provision for input from potential users or, even better, ongoing involvement. Once intended users are specified, it is possible for projects to develop relevant dissemination plans. This does not mean that every project must make a major dissemination effort on its own. On the contrary, project dissemination is much more effective if it is closely articulated with a statewide dissemination system patterned after the model recommended subsequently in this report, What is essential is that every project develop an appropriate diffusion plan in collaboration with the state dissemination system that will ensure that its results will be put to use.

(11) Not every institution or agency has the commitment, experience, expertise and other resources that make for the success or failure of a resource development project. The most productive of the federal 309(b) projects were those staffed by committed and able professionals who had the expertise and institutional resources needed to do the job. The question of institutional capability to perform is especially crucial for those R&D ventures that undertake to develop, test, package and disseminate tangible products such as multi-media learning units or curriculum materials. No matter how great the need or how good the idea, the taxpayer's money will be wasted if the state agency cannot identify an institution or agency that is equipped to do the job.

A P P E N D I X

1. Project IDEA - Descriptive Brochure
2. IDEA Bulletin
3. IDEA Review

Center for Adult Education, Teachers College, Columbia University, New York City 10027, (212) 678-3450;
Midwest Regional Office: Adult Education Center, Kansas State University, Manhattan, Kansas 66506, (913) 532-5520 or 5518

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Associate Director	Gordon Darkenwald
Region 2 Director	Harold Beder
Region 7 Director	Jack Sumner
Program Manager	Gerda Steele
Program Associate	Franceska Smith
Program Associate	Louise Paul
Program Assistant	Hildegard Piesch
Program Assistant	Ellen Orans

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idea

AN INTER-REGIONAL DEMONSTRATION

New York, New Jersey, Puerto Rico, Virgin Islands, Kansas, Iowa, Missouri, Nebraska

- a comprehensive system applying community development and modern dissemination methods to foster the widest use of improved practices and products in adult education
- regional innovation agents working as catalysts with local adult educators to identify innovations which fit current needs and to appraise and adapt them to local conditions
- program innovation centers—selected local programs and opinion leaders demonstrating the feasibility of an innovation and disseminating it
- dissemination strategies designed to fit distinctive characteristics of the innovation and the potential user

- adaptive development of innovations—a systematic effort adapting promising innovative ideas for dissemination and widespread use
- a consumer protection service for local adult educators evaluating selected innovations of special interest
- a specialized data retrieval service —detailed searches for information on specific innovations of special interest utilizing all existing data banks and systems to support agent effort

A NATIONAL DISSEMINATION NETWORK

- a communications network through which improved practices, products, and systems pertaining to the education of adults are identified, reviewed, and disseminated. Publications include IDEA REVIEW, a quarterly newsletter; IDEA REPORTS, detailed analyses of a particular innovation; IDEA BULLETINS, brief descriptions of innovations; replication manuals, films and related reports of studies on innovation in adult education
- continuing studies of problems and processes of developing, disseminating and utilizing innovations in the education of adults, and the training of professionals in this area of concern

AN INVITATION

Plug into the IDEA NETWORK by sending information about all kinds of better ways of teaching, counseling, supervising, developing staffs, and administering or organizing education for adult learners who have not yet graduated from high school. The innovation may be only partially developed or tested. A postcard describing the innovation and name and address of a person to contact for further information is all that is necessary.

innovation dissemination for the education of adults

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Information Exchange

Published by the ERIC Clearinghouse on Adult Education

TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE FOR TEACHERS OF ADULTS

The New York State Education Department, under a grant from the U.S. Office of Education, has developed an innovative and highly flexible self-instructional training course for teachers of English as a Second Language to adults. The course, containing five units, has a variety of applications:

- The course can serve as one component of an overall training program for ESL teachers. When used in this way, the course can convey fundamental teaching skills, thus freeing teacher trainers to spend more time supervising practice teaching, observing teacher performance, and meeting specialized training needs of individual teachers.
- Where geographical dispersion of ESL teachers creates difficulty in assembling workshops, the course can be administered on a self-study "correspondence school" basis. Teachers can be asked to mail in a completed needs assessment form. This form helps the trainers to suggest relevant course materials and other activities to meet assessed needs.
- Where there is a heavy concentration of ESL teachers, such as an urban area, the course can be used in a centralized teacher learning center facility similar to an adult learning laboratory.

How Good is the Course?

IDEA reviewers have noted the following strengths of the course:

- It has been extensively field tested. The prototype course was field tested for two years in New York State with over 500 teachers. The results were used to revise the prototype substantially.
- It is comprehensive. In addition to fundamental teaching skills, the course encompasses relatively sophisticated practices that will challenge the experienced teacher.
- It provides for great flexibility. The course can be used in many ways: on a home-study correspondence basis, in connection with workshops and micro-teaching, and as part of college-level study.
- Teachers can work on the course where, when, and at the rate they want.

What Does the Course Cover?

The course contains five units, with textbooks, workbooks and audio cassette tapes. A **Study Guide** introduces the course, explains the format, and helps teachers to assess their needs and set up a course of study.

Unit I—The Nature and Purpose of Language
Unit II—Approaches to Learning and Teaching English as a Second Language
Unit III—Teaching Oral Communication Skills
Unit IV—The English Sound System: Pronunciation and Discrimination
Unit V—Language and Its Cultural Context

The course is currently available from the New York State Education Department at a nominal price. (Copies have been distributed to Regional Staff Development Projects and State Directors of Adult Education.) For more information or for a **free preview kit** of course objectives (intended teacher competencies) and excerpts from course materials, contact:

Robert Poczik
ESL TEACHER-TRAINING COURSE
Bureau of Basic Continuing Education
State Education Department
Albany, New York 12234

Vol. 1, no. 2 autumn '74

idea review

A quarterly inventory of innovations in adult and continuing education

THE SOUND OF MY OW'N NAME

A new film which sensitively reports the meaning of adult education in the lives of five ordinary Americans has been produced by the Center for Adult Education. **The Sound of My Own Name** was directed by Lee Bobker of Vision Associates, a distinguished film maker of social documentaries.

The film presents four vignettes depicting adult basic education programs involving representative students of widely varying backgrounds in different instructional settings. The vignettes portray the education of Roberta, a 33 year old black woman enrolled in an urban adult learning center; Beverly, a mother of eight being tutored in her Appalachian home by a paraprofessional; Buford, who works on a Kansas feedlot, and his wife Nola, who cooks in a high school cafeteria, being helped to overcome their fears of enrolling in evening classes in the local public school; and Wendeslau, a young Cuban participating in an ESL program being conducted in the industrial plant where he is employed.

The 28 minute, 16 mm, color film utilizes personal interviews with students and staff in real programs with a minimum of narration to show the world through the eyes of undereducated adults. It focuses on the significance of adult education on a personal level in helping adults acquire a new sense of meaning, self concept, and direction in their lives. The film concludes: ". . .Adult Education becomes a window opening onto new worlds of potential and possibility through which one may gain a clearer reflection of himself in the process of learning. We see them as their self-image expands. . .as confidence in their ability grows. . .and as a belief in their future becomes perhaps for the first time, an integral and essential part of their lives."

The Sound of My Own Name was produced for use in orienting new teachers, administrators, and advisory committee members to ABE and should prove valuable for introducing the concept of adult basic education to opinion leaders and members of community organizations whose support for these programs is vital. The film will be widely viewed on television and will be made available nationally through rental and sales. It will be premiered at the Adult Education Association meeting in Miami in early November. The Center has prepared a discussion guide for use with the film.

A Center advisory committee of professionals worked with Bobker to produce the film: Doris Moss, Director, Title III ABE in New York City, George Snow, State Director ABE in New Jersey, Lois Marshall, member of the National Advisory Council on Adult Education, Eugene Sullivan and Bayard Clark, USOE, and Gordon Darkenwald and Harold Beder of the Center. Jack Mezirow, Center director, served as chairman.

Contact: Center for Adult Education, Teachers College, Columbia University, New York City, 10027 for information on distribution outlets.

SELF-INSTRUCTIONAL TEACHER TRAINING IN ESL

An individualized, self-instructional training course for ESL teachers has been developed by the New York State Education Department under a USOE grant. The nature of the product enables a variety of uses. A staff trainer can utilize the materials as one component in a comprehensive training program. Since the materials transmit basic information and skills, trainers are free to spend more time supervising practice teaching, observing teachers in operations, and meeting individual teacher needs. The course is easily adaptable for home study. A needs assessment questionnaire can be administered, and the results used to suggest a precise course of study. In urban settings with a high concentration of ESL teachers, the program lends itself to use as a basis for study in a full-time teacher learning center. Finally, the adaptability of the materials to different learning environments facilitates in-service training in areas where the geographical dispersion of ESL teachers makes group meetings difficult.

Continued on Page 2

2.

ESL TEACHER-TRAINING (continued)

The course consists of five comprehensive sub-courses. The Nature and Purpose of Language explores the nature of oral and written language as well as varying styles of language and the cultural context in which language is used. It also illustrates the elements of language and communication skills. Approaches to Learning and Teaching English as a Second Language contrasts first and second language learning, describes several instructional approaches and management systems for language learning, and sets forth the individualization of language learning and teaching as a possible alternative instructional and management system. Teaching Oral Communication Skills explains the stages of language learning and introduces techniques appropriate for each stage. It gives techniques for introducing new language, practicing language and using language, and shows ways to combine techniques in conducting lessons. The English Sound System: Pronunciation and Discrimination describes the elements of the English sound system (consonants, vowels, stress, and intonation) in terms of how they are physically produced and the role they play in successful oral communication. It shows teachers how to diagnose pronunciation errors and prescribe appropriate instructional activities to overcome them. Language and its Cultural Context shows how to analyze the constituents of culture, describe the role of culture in human life, recognize factors in cross-cultural misunderstandings, and interpret human relationships in cross-cultural situations. It encourages teachers to accept the existence and legitimacy of cultural differences.

Each sub-course is comprised of a textbook, a workbook and an audiotape. Teachers choose lessons according to their individual needs. The individualized nature of the program enables flexibility of usage in terms of both time and space.

The prototype course received extensive field-testing over a two-year period. A revised final product will soon be available at a nominal price. An explanatory audio tape and a brief mini-lesson will be available on loan to anyone interested in receiving detailed information.

Contact: Robert Poczik, Bureau of Basic Continuing Education, New York State Education Department, Albany, N.Y. 12224. (518) 474-8940.

PUBLIC RELATIONS

FREE PR MATERIALS. Professor James Lawrence of the Department of Communications at Cornell University presented a talk on public relations and publicity at the joint New York/New Jersey Adult Education Conference last May. Lawrence emphasized ways of securing access to various media sources in order to mount an effective publicity/public relations program. Topics covered included news releases, fact sheets, background papers, and TV and radio spots. Several useful handouts were available to participants, covering such topics as "Media Relations: Give Them What They Want," "Media; Learn the Players," and "Media Resources Inventory." Sample fact sheets, news releases, and a case history of a successful media campaign entitled "Case History Study: Cooperative Extension – Peace Corps Agricultural Recruitment Campaign, Western New York State" were also supplied.

Contact: James Lawrence, Department of Communications, College of Human Ecology, Cornell University, Ithaca, New York. (607) 256-2171.

SELLING ADULT EDUCATION. The South Carolina State Department of Education has developed a set of audio-visual materials and accompanying hardware relating to selling adult education programs to other education and education-related agencies. Various training modules are available. The hardware, costing approximately $2,000, can be largely borrowed; the software costs $100

Contact: William A. Smith, Program Coordinator, South Carolina State Department for Education, Office of Adult Education, 309 Rutledge Building, Columbia, South Carolina 29201. (803) 758-3206.

INFORMATION SOURCES

APPALACHIAN ABE BIBLIOGRAPHY. A Cumulative AAEC Bibilography has been published by the Appalachian Adult Education Center. The bibliography provides an annotated listing of free materials and products published by the AAEC from June, 1967 through July, 1973. The materials listed are intended for use by adult basic educators. Subject areas covered include: Adult Basic Education, the ABE Teacher, Community Schools, Aging, Delivery, Evaluation, Follow-up, Guidance and Counseling, Learning Centers, Materials and Curriculum, Recruitment and Retention. A brief summary of AAEC research findings and suggested sources for obtaining additional literature in adult education are also cited.

Contact: Appalachian Adult Education Center, Bureau of Research and Development, UPO 1353, Morehead State University, Morehead, Kentucky 40351. (606) 783-2289.

BUSINESS MEETING DIRECTORY: HOTEL-MOTEL GUIDE FOR GROUPS OF 10-150. Eastern Airlines has compiled a free directory of foreign and domestic hotels and motels suitable for group meetings. Listings are arranged according to geographical area, and information is provided on the availability and cost of transportation from airport to hotel, room rates, dining facilities, audio-visual equipment, meeting rooms, and non-business activities. A floor plan indicating dimensions of the various meeting rooms accompanies each description, and a contact person is listed for each hotel-motel.

Contact: Fred L. Blackwell, Jr., Director of Agency and Group Sales, Eastern Airlines, Miami International Airport, Miami, Florida 33148. (305) 873-2898.

SOURCES (continued)

TELEPHONE REFERRAL SERVICE. NEXUS is a free telephone referral service designed to link people seeking information on educational innovations in post-secondary education, including community colleges and non-traditional programs for adults. Adult educators who want to share experiences or interests in educational innovations can telephone NEXUS. An example of the type of question NEXUS answers is, "Who is evaluating life experience of adult learners for academic credit?" Names, addresses, and phone numbers of referrals will be supplied in response to each inquiry within two working days. The only cost to users of this service is the price of the phone call.

Contact: NEXUS, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036. (202) 785-8480.

ADULT LITERATURE RESOURCE. The Northwest Regional Educational Laboratory has compiled a guide containing eight hundred classified, annotated references to the literature in Adult Counseling and Guidance, Adult Career Education, and competencies necessary for Adult Counselors. The publication is divided into seven categories for ease of access: Counseling and Guidance, Adult Counseling and Guidance, Adult Education, Career Education, Competencies, Training, and Adulthood. A special section on how to use the publication is included. The cost of the 890 page guide is $22; it can be obtained from the publisher, Commercial Educational Distributing Services, Box 3711, Portland, Oregon 97208. For further information:

Contact: Aubrey Gardner, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204. (503) 224-3650.

TESTING HANDBOOK. Testing Guidelines for Adult Basic Education and High School Equivalency Programs is a handbook designed to assist directors, teachers and counselors in developing a total testing program. In addition to practical ideas and suggestions of tests for specific diagnostic/instructional needs, the handbook includes a complete review of tests frequently used in screening, diagnosis, and assessment of achievement. Cost: $2.00.

Contact: George A. Snow, Director, Adult Basic Education, 3535 Quakerbridge Road, Trenton, New Jersey. (609) 292-6472.

INFORMATION SERVICE FOR CONTINUING EDUCATION. Project INFO, located in Wilmington, Delaware, disseminates information on adult education to agencies and members of the community. An up-to-date file of all adult education classes offered in the area is coded on key-sort cards to enable staff to answer questions from the public on course availability. INFO also assists in planning new classes in developing areas of interest. The project helps to coordinate interests of different agencies to avoid duplication of course offerings. When joint sponsorship of special programs is feasible, INFO brings together the interested parties. INFO also maintains a listing of instructors and speakers and will help locate a teacher for an agency interested in offering an unusual course.

Contact: Virginia T. Gregory, Coordinator, INFO, 2600 Pennsylvania Avenue, Wilmington, Delaware 19806; (302) 571-8100.

NATIONAL MULTIMEDIA CENTER. The National Multimedia Center for Adult Education (NMMC) provides educators with an annotated bibliographic index of commercial and non-commercial instructional/curricular materials.

Systematic information retrieval is available for materials in many areas, including: English; arithmetic; social studies; science; literature; English as a Second Language; consumer education; career education; health education; family life; pre-vocational skills; training materials for teachers, counselors, and para-professionals; and tests. Materials include workbooks, teacher guides, curriculum guides, tests, videotapes and films, bibliographies, and some research. Evaluations and final reports of many local ABE programs are also contained in the system. Individual programs can submit their own locally-produced materials to the Center for dissemination. The concentration of the Multimedia Center on instructional/curricular materials for basic education serves to complement ERIC, which focuses primarily on theory and research in adult and continuing education.

The benefits derived by subscribers to this service include: extensiveness (over 4,600 items have been analyzed and abstracted); exact citations with ordering sources and prices; detailed indexing by subject and level; narrative description; convenient format (a monthly set of one hundred index cards); and low cost. Each abstract supplies standard bibliographic information as well as a brief, detailed outline of content, reading levels, and the computer-compatible classifications. A comprehensive, quarterly index covers title, author, publisher, and subject classifications. Federal City College in Washington, D.C. has examination copies on file and arranges long-distance loans of each abstracted item. Specialized bibliographies in ESL, Career Education, Consumer [illegible]cation, and Education for Aging cost $2.80 each.

A subscription to the **Adult Education Clearinghouse Newsletter,** which is supplied gratis to subscribers to the NMMC service, is also available at $5 for 12 issues. Teachers in particular are urged to subscribe to the AEC Newsletter, which includes a "Teacher Talk" column as well as features on applied research, news of the field, and a selected list of job vacancies.

Contact: Dr. Joseph W. Jacques, Director, National Multimedia Center, Adult Continuing Education Center, 848 Valley Road, Montclair State College, Upper Montclair, New Jersey 07043. (201) 893-4353.

4.

PROGRAM DEVELOPMENT

ABE BY RADIO. Students in Warrensburg, Missouri can pursue their education at home by enrolling in a program of courses transmitted by radio. A four-topic series was initiated by Jim Postlethwait, the local Adult Education Director, in cooperation with the State Department of Education and the Central Missouri State University (CMSU) at Warrensburg. The series begins with "Our Heritage," a course on United States and world history. The second broadcast is entitled "Science for Living." Programs in English, and English as a Second Language comprise the third and fourth parts of the series. Each program is pre-recorded and organized into approximately fifty half-hour sections. KCMV-FM, the Warrensburg University station, airs one thirty-minute broadcast weekly.

The Radio and TV Production Department at CMSU provides a fixed-frequency FM receiver to enrollees for use with the course materials. The receiver, distributed without charge, must be returned upon course completion. If a student misses a broadcast or wants to review material, the tapes are available in cassettes. The programs utilize unique audio techniques such as background music appropriate to the subject, dubbed-in special effects for correct pronunciation, spelling and word definition, and varying tones to differentiate subjects from predicates. Monthly class meetings with the instructor provide students with an opportunity to ask questions and review difficult material. No new material is introduced during these sessions.

The radio series reaches students who might be reluctant to enroll in regular ABE classes or who have transportation or child-care problems. The series allows them to study in the non-threatening and convenient atmosphere of their own homes.

Contact: Jim Postlethwait, Central Missouri State University, Warrensburg, Missouri. 64093.(816) 429-4111.

FAMILY LEARNING CENTERS. Four Family Learning Centers located in public school facilities are operated jointly by the Des Moines, Iowa Public School District's Department of Community and Adult Education and the Area XI Community College. The development of reading skills is used as a vehicle for improving family relationships, interpersonal coping skills, and parent-school involvement. Initially, parents are involved in workshops dealing with family relations. The workshops are followed by a planning period in which parents prepare a 'lesson' to teach their children. A parent enrolling in the center must make a commitment to attend the workshop, to work with his child daily at home, and to bring the child to the center for weekly progress assessment by the staff. Prescriptions for individualized work are devised by the staff.

Adult classes involve parents in reading, logic, comprehension, GED, business English or free reading, according to individual need. Small group sessions are conducted in an informal, comfortable atmosphere.

Free dissemination of materials will be arranged by June, 1975.

Contact: Martin Miller, Department of Community Education, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50307. (515) 284-7701.

HOME DELIVERY INSTRUCTIONAL SYSTEM. The Appalachian Right to Read Community Based Project trains successful ABE graduates as itinerant home instructors. The student population consists of non-readers and those reading below a fifth grade level. The use of paraprofessionals facilitates personal involvement with disadvantaged clients. Home instruction helps overcome the fears of those who cannot or will not participate in more formal adult education programs, and solves problems of lack of time and transportation. The project operates from six sites: four adult education programs in AAEC community education projects, one adult learning center operated by the State Department of Education and Morehead State University's Department of Adult and Continuing Education, and one AAEC Library-ABE coordination project.

The AAEC produces limited numbers of free reports of the projects, offers technical assistance and consultation for training (at the cost of travel expenses), and welcomes visitors to the demonstration sites. A handbook for training home instructors is in preparation.

Contact: George Eyster, AAEC Executive Director, Bureau for Research and Development, UPO Box 1353, Morehead State University, Morehead, Kentucky 40351. (606) 784-9229.

CHINATOWN ENGLISH LANGUAGE CENTER. A variety of materials in ESL is available from the Chinatown English Language Center. The Center ran from October, 1971 through September, 1974 under a grant from HEW. It is currently operating on a limited scale, due to funding problems. Bilingual staff worked in an intensive, integrated approach to help non-English speaking Chinese adults acquire sufficient language skills to pursue their own academic, social, and/or vocational goals. Tapes and laboratory materials were developed and evaluated by the Center staff. In addition to language skills, the Center provided services in areas such as housing, jobs, health, and academic referrals. Materials include a curriculum guide and syllabus, a wide range of teaching materials, and instructional practices for use with Asian students. All materials are available at the cost of printing and mailing.

Contact: Susan P. Hsu, Chinatown Planning Council, Inc., English Language Center, 27-29 Division Street, New York, N.Y. 10002. (212) 431-3181.

ABE DATA COLLECTION. An ABE teacher's register entitled Teacher's Record of Enrollment and Attendance: Adult Education has been published by the Virginia State Department of Education. The register provides a means of collecting internal program data in accordance with the requirements of USOE. It enables the instructor to keep a log of daily attendance, instructional hours expended, and student achievement and attrition. A limited number of copies are available free of charge.

Contact: Supervisor of Adult Education, Adult Education Service, State Department of Education, Richmond, Virginia 23216. (804) 770-3180.

PROGRAMS (continued)

CENTER-BASED INSTRUCTIONAL PROGRAM. A manual and administrative procedures provide information for local school systems interested in establishing a center-based instructional program as a nucleus for an adult education program. The advantages, disadvantages, establishment, operation, and cost of mini-center programs are covered. The guide is available free of charge. Consultation services can be provided.

Contact: Robert W. Boyet, Staff Development Specialist, Louisiana State Department of Education, Bureau of Adult and Community Education, P.O. Box 44064, Baton Rouge, La. 70804. (504) 389-5806.

STATEWIDE EVALUATION IN IOWA. The state ABE program in Iowa is working with a team from the Center for Adult Education, Columbia University to adapt the Center's **An Evaluation Guide for Adult Basic Education Programs** for evaluating the Iowa program, which involves some 500 teachers and 17,000 participants. A state-wide evaluation committee has spent three days in an intensive workshop to establish a consensus on major issues involved in recruitment, instruction, staffing, staff development, community linkages, and goal-setting process. The evaluation will use the discrepancy analysis approach of the **Guide**—identifying significant differences between the expectations and the current practice of those involved in the program. Instruments from the **Guide** are in the process of being adapted to the specific situation in Iowa through the committee and Center staff field visits to all 15 area community colleges which serve as centers for ABE instruction. The evaluation will be concluded by early May, and findings will be used as the basis for a workshop of area coordinators.

Contact: Jack Mezirow, Center for Adult Education, Teachers College, Columbia University, New York, N.Y. 10027 or Don McGuire, Adult Education Supervisor, Area Schools Division, Department of Public Instruction, Des Moines, Iowa 50319.

ACCELERATED LEARNING CENTER. The Model Neighborhood Accelerated Learning Center was aimed at low-level literates of normal intelligence. The purpose of the center was to develop reading skills, mathematical concepts, and a sense of social and personal awareness utilizing special techniques outside of traditional academic settings. Innovative features of the project included: intensive house-to-house recruitment by trained paraprofessionals from the target area; in-home instruction; multi-media instruction; weekly group sessions; comprehensive student personnel services, including career guidance, dental and vision screenings, the establishment of a clothing bank, and aid in securing housing, medical services, and child care; a literacy training curriculum that teaches reading, communication skills, computation, consumer education, home and family life, citizenship and other student interest areas such as Black studies, drug and sex education; referrals to related service agencies; an involved advisory council; and the center's flexible hours. Project funding extended from July 1972 to June, 1974. A final project report is available.

Contact: Ruth H. Holmes, Model Neighborhood Accelerated Learning Center, 2100 Monticello Avenue, Norfolk, Virginia 23507. (804)622-3601.

LEARNING CENTER MANUAL. The "Manual for Independent Learning Centers" is a compilation of articles dealing with the practical and theoretical aspects of developing learning centers. Topic areas include: guidelines for processing student progress, curriculum development and use of materials, programmed instruction use, an analysis of hardware and software applications, recruitment as a learning center activity, guidance services, organization and implementation of independent learning centers, and the utilization of community agencies in learning center activities. A limited number of copies are available.

Contact: Regional Staff Development, Suite 302 Fairchild Hall, Kansas State University, Manhattan, Kansas 66506. (913) 532-5520, or Iowa State Department of Education, Adult Education Section, Grimes Office Building, Des Moines, Iowa 50319. (515) 281-5251.

Last Gamble on Education: The Dynamics of Adult Basic Education by Jack Mezirow, Gordon Darkenwald, and Alan Knox is being published by the Adult Education Association. The book reports the results of a two-year research effort which involved four universities in field studies in 40 cities, two national questionnaire surveys, and regional workshops. It provides the most comprehensive descriptive analysis available of ABE in the United States. Chapters are devoted to a program overview, patterns of classroom interaction, and the activities, characteristics, and perspectives of ABE students, teachers, and directors of local programs. Other chapters deal with program centralization and outreach, community liaison, and the use of paraprofessionals. A distinctive approach to field work was used to identify typical patterns of operation, which were validated through survey research—a new approach to large scale program analysis. Useful and tested generalizations which practitioners may use for better prediction and understanding of program operation are derived inductively. This represents a beginning in the development of a theory of practice. Recommendations for program development are presented in the final chapter.

Contact: Adult Education Association of the USA, 810 Eighteenth St., N.W., Washington, D.C. 20006. (202) 347-9574.

6.

STAFF DEVELOPMENT

ABE TEACHER TRAINING TELE-LESSONS. The Maryland State Education Department has developed an instructional television series intended as a graduate level course for training prospective and practicing ABE teachers. The course, entitled "Basic Education: Teaching the Adult," consists of 30 half-hour tele-lessons. Topics covered range from adult psychology to tactics for teaching reading and computation skills. Each unit is a self-contained lesson, including a pre- and post-test. A 300-page manual accompanies the course.

The series is intended primarily as a three-credit graduate level course, to be taken in conjunction with approximately 15 hours of group discussion led by a university instructor. The units may also be used either individually or in combination for in-service training of teachers, counselors, and other ABE personnel.

The tapes, currently in widespread use in Maryland, are being field tested prior to final revision. Two to four free sets of tele-lessons will be distributed to each of the ten USOE regions for dissemination through selected colleges and universities which agree to use the series for credit instruction during the Spring semester, 1975. The Maryland State Education Department also plans to make the tele-lessons and manual available for purchase (at cost) this fall. Approximate cost will be $2,700 for the entire series, or $90 per unit. The manual is expected to be priced at $5-6.

Contact: Thelma Cornish, Coordinator, Adult Continuing Education, Division of Instruction, Maryland State Education Department, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240. (301) 796-8300, ext. 464.

VIDEO TAPES OF THE "MENTORS." Five color videotapes on issues of professional interest to adult educators emanated from a conference held earlier this year at the University of Georgia. The group consisted of the following professors of adult education: Paul Essert, Wilbur Hallenbeck and Ralph Spence of Teachers College, Columbia University; Andrew Hendrickson of Ohio State and Florida State Universities; Cyril Houle of the University of Chicago; Hubert Hunsaker of Purdue University and World Education, Inc.; Howard McClusky of the University of Michigan; and Paul Sheats of the University of California, Los Angeles. The tapes cover the following topics: New Dimensions in Living—a 30-minute discussion, moderated by Paul Sheats, of the role of adult education at a time of changing values; The Beginnings—a 60-minute discussion of the evolution of adult education as a field of university study (covers the meaning of professionalism, institutionalization of graduate study, and organization of the field of adult education); a 30-minute interview conducted by Eugene Johnson with Essert, Hallenbeck, and Spence; a 30-minute tape of separate ten-minute interviews with Houle, Hunsaker and Sheats; and a 20-minute tape of separate ten-minute interviews with Hendrickson and McClusky.

The purchase price of the 60-minute tape is $50 for a video cassette; $45 for 1/2 inch tape open reel. All other tapes are $30 for video cassette and $25 for open reel.

Contact: Instructional Resources Center, Journalism Building, University of Georgia, Athens, Georgia 30602.

TEACHER TRAINING MANUAL. A manual for training adult education personnel with no previous formal training has been developed by the Louisiana State Department of Education. The five-part manual is designed to develop knowledge and skills in: concepts needed for teaching undereducated adults; equipment and materials in adult education; the development of a mini-curriculum and an individual prescription program/study sheet for varying instructional levels of reading and math; the rationale underlying the learning center concept and the concept of career education; and a basic knowledge of the educational component of the Louisiana adult education program. This manual is available free of charge.

Contact: Robert W. Boyet, Staff Development Specialist, Louisiana State Department of Education, Bureau of Adult and Community Education, P.O. Box 44064, Baton Rouge, La. 7084. (504) 389-5806.

NATIONAL ASSESSMENT OF STAFF DEVELOPMENT. The Center for Resource Development in Adult Education, University of Missouri, Kansas City, is conducting a national assessment of regional staff development projects in adult education. A sub-contract for data-gathering has been awarded to the State University of New York's Center for Evaluation and Instruction. Information and data obtained will assist the U.S. Office of Education in shaping the future of adult education. In the data-gathering process, ten separate assessment designs will be created, depending on the unique characteristics of each of the ten federally-designated regions of the country. Assessment will focus on current developments in objectives, processes, and products which have proven most effective and which hold the greatest promise for adoption and use at the state level, where responsibility is assumed for teacher training and staff development. Regional staff development directors, project directors, and program officers will have input and be able to react to the appropriateness of the design for their respective regions.

In September, before the data-gathering process began, regional staff development directors and/or their representatives met to discuss the overall plan for evaluation and to begin to identify data and information that would go into the total design of the project. A final report with recommendations is scheduled for Spring, 1975. Dissemination of findings is scheduled for August, 1975.

Contact: George Spear, Project Director, Center for Resource Development, Education Building, Room 24, University of Missouri, Kansas City, Missouri 64110. (816) 276-2235.

INSTRUCTION

ADULT BASIC EDUCATION MATERIALS GUIDE. The Adult Education Program of the Huntsville, Alabama City Board of Education has prepared a comprehensive evaluative guide of existing ABE materials for use by administrators and teachers. The Guide, organized by subject area, covers career counseling, enrichment, handwriting, hardware, language arts, math, reading, science, spelling, social studies, vocational counseling, and audio-visual materials. The presentations for each area include the item, publisher and copyright, a use preference code which rates the material on a scale ranging from excellent to limited usage, a grade level code, a description of the type of material, and brief comments evaluating the product. The book also includes a listing of distributors. A limited number of copies are available at no cost.

Contact: James H. Mason, Jr., Coordinator, Adult Learning Center, 2627 Hall Ave. N.W., Huntsville, Alabama 35805. (205) 536-5328.

ADULT CAREER EDUCATION. A guide for use in conjunction with standard ABE instructional units provides curriculum units related to adult career education. Sample lessons, available resources, library books, and filmstrips are included. The product can be used for in-service training. There is no charge for this guide. Consultation services are available.

Contact: Harold Hollier, Coordinator Career Education, Lafayette Parish School Board, Vocational Center, 18th Street, Lafayette, Louisiana 70501. (318) 232-7767.

WRITTEN AND AUDIO-VISUAL MATERIALS. The Mid-Alabama Adult and Vocational Education Demonstration and Training Center at Tuskegee Institute has developed various written and audio materials in ABE. A partial listing of the numerous materials available includes: a book entitled **Helpful Hints in Teaching ABE**, which describes methods of teaching adults, the first crucial class meeting, the teacher-student conference, and other hints on how to develop content materials for ABE students; a book entitled **Self-Instructional Units**, each unit of which consists of objectives, a pre-test, post-test, simple instructions and answers which the student can use to check his progress; a synchronized audio-visual slide program entitled "Shopping for Canned Foods," which includes a teacher guide and a student guide and offers tips on what to look for (labels, displays, sales, etc.) when shopping for canned foods; an individualized study program entitled "Job Interviewing," consisting of a synchronized audio-visual slide series and accompanying student and teacher guides, covering such items as aptitude tests, preparing for interviews, and the job interview. A price list for all materials will be forwarded upon request.

Contact: James E. Carson, Associate Project Director, Mid-Alabama Adult and Vocational Education Demonstration and Training Center, Tuskegee Institute, Alabama 36088. (205) 727-8418.

KENTUCKY ETV GED PACKAGE. The Kentucky Educational Television Network has designed and developed a comprehensive video delivery system for GED (high school equivalency) instruction. The package consists of 34 half-hour color video programs available on ½ inch video cartridge, ¾ inch U-matic video cassette, ½ inch reel-to-reel, and 2 inch quad video. In addition, there are three student workbooks designed to accompany the video or TV units.

Field testing of the video units and workbooks is currently being undertaken in a variety of settings, including military bases, correctional facilities, and public school adult education programs. Results will be used to revise the prototype, prior to the January, 1975 target date for mass production and distribution.

Preview tapes are available for units on social studies, science, math, literature, and reading. In February, 1974, the Public Broadcasting System gave an hour-long presentation on the Kentucky GED project which was taped by numerous local ETV stations. The program presented one complete unit, excerpts from various units, and information on the design and development of the series. Parties interested in viewing the program should contact the local ETV station.

The package will be available for long-term lease or purchase in January. The approximate cost for long-term lease is $1,275. Purchase price for the 1/2 inch tapes is approximately $2,040. The 3/4 inch U-matic cassettes can be leased or purchased for about $100 additional. The set of three workbooks will cost about $7.50.

Preview requests should include name, agency address, programs desired, formats desired, and date needed.

Contact: Bill Wilson, Kentucky Educational TV, 600 Cooper Drive, Lexington, Kentucky 40502. (606) 233-0666.

ADULT LITERACY TELEVISION PROGRAMMING. The National Right to Read Program, in cooperation with the Division of Adult Education, USOE, has funded a development program to produce fifty half-hour television programs designed for home use by adults who are reading at the 0-4 grade level. Half of the programs will be for native Spanish speakers, and half will be entirely in English. Printed materials for individual participants are intended for use in conjunction with the programs and will provide follow-up and reinforcement tasks.

The programs will be shown on open and closed circuit television in homes, neighborhood facilities such as chain stores and markets, public institutions such as schools, and departments of motor vehicles. Field testing is scheduled for next summer; distribution is planned for late summer or early fall 1975.

Contact: Rudolph C. Flothow, President, Learning Achievement Corporation, 1680 The Alameda, Suite 101, San Jose, California 95126. (408) 287-3340.

Center Staff: Jack Mezirow, Director; Gordon Darkenwald, Associate Director; Harold Beder, Region II Director; Jack Sumner, Region VII Director; Gerda Steele, Project Manager; Franceska Smith, Program Associate; Ellen Orans and Hildegard Piesch, Program Assistants. For Vol. 1, No. 2: Franceska Smith and Ellen Orans, Newsletter Editors.

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